DOCUMENT RESUME

ED 434 093 SP 038 779

AUTHOR	Smyth, John; Shacklock, Geoffrey
TITLE	Re-Making Teaching: Ideology, Policy and Practice.
ISBN	ISBN-0-415-18691-9
PUB DATE	1998-00-00
NOTE	223p.
AVAILABLE FROM	Routledge, 29 West 35th Street, New York, NY 10001-2220; Tel: 212-244-3336; Fax: 212-564-7854 (hardback: ISBN-0-415-18690-0, $85; paperback: ISBN-0-415-18691-9, $25.99)
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Politics of Education; Public Education; *Teachers
IDENTIFIERS	Australia; *Lead Teachers

ABSTRACT

This book criticizes the current theory that effective education should promote economic competiveness in today's global market. It also insists that the theory of effective education has been taken out of the hands of teachers and assumed by people outside the classroom. Furthermore, the book describes teachers' reactions and resistance to these current trends. Though the book presents case studies from Australia, it intends to be international in scope. There are eight chapters: (1) "Preliminaries"; (2) "Scoping the Wider Knowledge"; (3) "Teaching under (Re-)Construction"; (4) "Teachers Doing Their 'Economic' Work"; (5) "Managing the 'Preferred' Teacher"; (6) "Interrupting the Dominant View"; (7) "Letting the 'Preferred' Teacher Speak"; and (8) "Conclusion." (SM)

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